

**THE USE OF CLASSROOM MANAGEMENT STRATEGIES IN HANDLING
DISCIPLINARY PROBLEMS IN THE ESL CLASSROOM.**

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ABSTRACT

The use of Classroom Management Strategies in handling Disciplinary Problems in the ESL classroom.

Classroom Management encompasses the business of teaching and learning generally. In the teaching process of English Language in the ESL classroom, classroom management can be an obsolete obstacle prior to the usage of it among the ESL teachers specifically when it is used to deal with various types of classroom disciplinary problems. This research was conducted to find out the types of classroom disciplinary problems faced by the ESL teachers in the ESL classrooms. In addition, this research also focused on the use of classroom management strategies by the ESL teachers in classroom disciplinary problems in the ESL classroom. The ESL teachers from six urban secondary schools from the Kuching Division were involved in this research. There was one instrument used to collect the data for this research: a structured interview. The findings of the research revealed that most of the types of classroom disciplinary problems fall under the type of aggression. Hence, the ESL teachers suggested that the classroom management strategies used should be in line with the proficiency level of the students. This is because every ESL teacher has students with different abilities.

ABSTRAK

Peranan Pengurusan Kelas dalam menangani Masalah Disiplin di dalam Kelas Bahasa Inggeris sebagai Bahasa Kedua.

Pengurusan Kelas merupakan satu kaedah yang berkaitan dengan proses pengajaran dan pembelajaran secara amnya. Dalam proses pengajaran Bahasa Inggeris di dalam kelas Bahasa Inggeris sebagai bahasa kedua, pengurusan kelas mungkin menjadi satu cabaran di kalangan guru Bahasa Inggeris terutamanya bila menghadapi pelbagai masalah disiplin di dalam kelas. Tujuan kajian ini dijalankan adalah untuk mengenalpasti jenis-jenis masalah disiplin yang berlaku di dalam kelas Bahasa Inggeris sebagai bahasa kedua. Selain daripada itu, kajian ini juga dijalankan untuk mengenalpasti strategi pengurusan kelas yang digunakan oleh guru-guru Bahasa Inggeris dalam menangani masalah disiplin yang berlaku dalam kelas Bahasa Inggeris sebagai bahasa kedua. Guru-guru Bahasa Inggeris dari enam buah sekolah Bandar dari sekitar Bahagian Kuching telah dijadikan responden dalam kajian ini. Satu instrumen kajian telah digunakan iaitu temuduga berstruktur. Hasil daripada kajian ini, didapati kebanyakan masalah disiplin yang berlaku tergolong dalam kategori gangguan iaitu yang berlaku dalam kelas semasa proses pengajaran sedang dijalankan. Oleh itu, guru-guru Bahasa Inggeris mencadangkan bahawa strategi pengurusan kelas yang hendak digunakan untuk menangani masalah disiplin dalam kelas haruslah bersesuaian dengan kebolehan dan kefasihan pelajar-pelajar dalam Bahasa Inggeris tersebut. Ini adalah kerana setiap guru Bahasa Inggeris mempunyai kebolehan pelajar yang berbeza-beza.

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Chapter 1

Introduction

Chapter Overview

In chapter one, the introduction, aims and objectives of the study, the significance of the study, operational definition of terms and scope of the study is discussed.

1.0 Introduction

In the education domain, classroom management is an essential element in ensuring that the teaching and learning process can be carried out smoothly and effectively. The changes of classroom demands have alleviated the subject of classroom management to the level that a teacher should play the role of learning facilitator (Larrivee, 2005). This has been caused by the different socio-cultural backgrounds that the students bring to the classroom. Thus, teachers who are given a responsibility to teach English as a second language in the classroom would be having difficulties in the teaching of the language; that is if they themselves do not have the skills and knowledge of classroom management strategies. This phenomenon can happen even though the teachers are well-informed in their fields and are enthusiastic but many could benefit from simple and practical classroom management strategies (Kfoury, 2006). A teacher may be an expert in his or her subject matter knowledge but when it comes to the actual teaching process where by it involves students as the participants or target subject, some practical knowledge on classroom management strategies may become handy. This is so that the teaching process is a success. For example, difficulties

in the teaching of English in the ESL classroom can be such as the instructions are not given clearly by the teacher and it is considered as a deficiency in the classroom management strategies. Therefore, in order to avoid this deficiency from occurring, ESL teachers must be effective in implementing appropriate classroom management strategies in their teaching and learning process in the ESL classroom. This is important to guarantee success of the teaching and learning process in the ESL classroom.

1.1 Research background

The research attempted to identify and view the types of disciplinary problems occurring in the context of ESL classrooms. It also focused on the classroom management strategies used by teachers to deal with problems during teaching. According to Kfoury (2006), teachers without formal teacher training tend to imitate management techniques used when they were in school but by asking students to write out endless pages as a punishment, or shouting, or humiliating the students are just not effective nor acceptable. Unfortunately, the management techniques mentioned above which is writing endless pages as punishment, or shouting, or humiliating the students are not the classroom management strategies needed to overcome classroom disciplinary problems from occurring in the classroom. Hence, successful and happy classrooms are those in which orders are not always being given but the teachers have established a routine in their classroom as soon as possible (Kfoury, 2006). This can be done such as at the start of the term the teacher has established and informed his or her students on what should be done and what should not be done in the classroom. On the other hand, classroom discipline is important as behavior management skills are necessary but it should not be a guideline for educators and parents of judging the competence of a teacher solely on the basis of how well the class is controlled (Kauffman, Hallahan, Mostert, Trent & Nuttycombe, 1993). Apart from that, administrators are the ones who are usually happy if a teacher never sends a student to the office and assume this as proof that the teacher is in control

and must be doing a good job (quoted Edwards, 1994 cited in Van Tassell n.d.). Therefore, the findings of this survey might be useful to teachers in identifying and applying effective and appropriate classroom management in their ESL classroom, especially towards successful teaching of the English Language.

1.2 Statement of Problem

The purpose of this study is to find out the use of classroom management strategies in handling classroom disciplinary problems among ESL teachers. Apart from that, the purpose of this study is also whether classroom disciplinary problems as stated by Kauffman, Hallahan, Mostert, Trent and Nuttycombe (1993) as behavior problems that fall into four primary categories which is academic failure, aggression, depression and problems with peers are the problems to the ESL teachers in the teaching process in the ESL classroom. Thus, the need to carry out the study is to show and prove that the use of classroom management strategies might be a solution in handling classroom disciplinary problems.

Hence, the findings of this research could also serve as a helpful kit for the ESL teachers in order to provide some effective classroom management skills for the ESL teachers to accommodate in their teaching strategies in the teaching of English in the ESL classroom.

1.3 Research Objectives

The objectives of this research are:

- 1.3.1 To identify the types of disciplinary problems occurring in the ESL classrooms.
- 1.3.1 To find out the classroom management strategies that the ESL teachers used in handling disciplinary problems in the ESL classroom.

1.4 Research Questions

This research aims to answer the following questions:

- 1.4.1 What are the types of disciplinary problems regularly faced by ESL teachers during the teaching of English?
- 1.4.2 What are the classroom management strategies used by ESL teachers in dealing with the classroom disciplinary problems during the teaching of English?

1.5 Significance of the research

One of the importance of doing this research is that it will help and benefit the ESL teachers, as well as new teachers in the same major by providing them information and insights on what are the appropriate classroom management strategies that they could use and apply in order to overcome the classroom disciplinary problems that the ESL teachers may encounter during the teaching process in the ESL classroom. Apart from that, the findings from this research will help the ESL teachers to have some alternatives and options in terms of effective classroom management strategies that can play the role of effective and practical solutions to the classroom disciplinary problems in their classroom setting that they could use in order to guarantee the success of the teaching process in the ESL classroom.

1.6 Statement of the hypothesis

In relation to this research, the hypothesis that I am going to confirm with is based on the statement that when classroom standards for behavior and work, communication and strategies to manage the classroom are applied to students then disciplinary problems in the ESL classroom will be successfully overcome (Pedota, 2007).

1.7 Operational Definition of Terms/Variables

From the research topic that I intend to study which is “The use of Classroom Management strategies in handling Disciplinary Problems in the ESL classroom”, there are one independent and one dependant variable. The independent variable in this research is classroom management strategies and the dependent variable is the disciplinary problems.

1.7.1 Classroom management

According to Nesamalar, Saratha and Soo Choon (1995), classroom management involves creating optimum conditions for the business of teaching and learning. This concept of classroom management is enhanced by the statement given by Brophy and Everston (1976 cited in Jones & Jones, 2004) where almost all surveys of teacher effectiveness report that classroom management skills are of primary importance in determining teaching success, whether it is measured by student learning or by ratings. Thus, management skills are crucial and fundamental. A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much.

1.7.2 Disciplinary Problems

According to C.E.C.P (1998), difficult student misbehaviours, reported by teachers included violation of classroom rules, being truant from school, blaming others for problems, irresponsible behavior, and destruction of property. These elements are actually the problems or disciplinary problems that can be considered as problems in the classroom setting in the teaching of English language.

1.8 Scope of the study

The study focuses on the domain of education which paying attention on classroom management strategies and classroom disciplinary problems. Even though this study is in the domain of education, the study will not be able to focus on every element of education such as education pedagogy or education psychology but the study focussed on classroom management and classroom disciplinary problems.

Chapter Review

In chapter one, the introduction, aims and objectives of the study, the significance of the study, operational definition of terms and scope of the study are being discussed. In the next chapter, the coverage of review, the content of information, related theories and articles or researchers regarding the topic will be discussed.

Chapter 2

Literature Review

Preview

This chapter reviews research articles that are related to classroom management. These will be discussed in relation to this study. This chapter focuses on classroom management, classroom disciplinary problems and classroom management strategies.

2.0 Introduction

Today's classroom represents increasing diversity among students, hence a teachers' management style has to accommodate and adjust to this greater range of differences in ethnicity, socioeconomic status, and developmental levels. Therefore, effective classroom management strategies are necessary to deter many of the discipline problems faced by teachers. A study by McDaniel (1987) indicated that almost all teachers know something about behaviour modification. Unfortunately, more can be done to improve education by enhancing the effectiveness of teachers classroom management strategies than by any other single factor affecting students and educational outcome (Marzano, 2003; Wright, Sanders & Horn 1997). Hence, almost all surveys of teacher effectiveness report that classroom management skills can and should do more than elicit predictable obedience. (Brophy, 1992; Evertson, 1976 cited in Jones & Jones, 2004). Indeed, it can and should be one vehicle for the enhancement of student self-understanding, self-evaluation, and the internalization of self-control.

On the other hand, in recent years, behaviour or disciplinary problems in schools have increased and teachers seem to be unprepared to deal with the problem and the standard of classroom management strategies teachers rely on does not appear to be working. This can be shown in a research by Gallup poll that teachers generally believe that they are not only unprepared to deal with disruptive behaviour in their classes substantially interferes with their teaching. (Furlong, Morrison, & Dear, 1994; Lowry, Sleet, Duncan, Powell, & Kolbe, 1995 cited in Marzano, 2003). According to C.E.C.P (1998), difficult student misbehaviours reported by teachers included violation of classroom rules, being truant from school, blaming others for problems, irresponsible behaviour, and destruction of property. Therefore, the number one priority must be the discipline problems facing teachers in the classrooms. Hence, in order to alleviate some of the stress that the teachers experienced associated with the discipline problems and bureaucratic educational organization, teachers must resort to finding all the methods possible to assist with implementing effective classroom management strategies.

Content

2.1 Classroom management

According to Donna, Basile, Powell, Bryan and Green (2002), “a central purpose of classroom management is to establish and maintain a learning environment that fosters both effective and efficient instruction while maintaining a positive social culture for students”(p.2). Therefore, it is crucial to practice an effective classroom management dimensions so that a well-managed classroom be able to provide an exciting and dynamic experience for everyone involved (Kaliska, 2002).

In the process of teaching English Language in secondary schools, the need of ESL teachers to make wise decisions when dealing with classroom management problems are highly needed, specifically with the discipline problem. Marzano (2003) notes that “effective teachers appear to be effective with students

of all achievement levels regardless of the levels of heterogeneity in their classes” (p.1). This is because teachers nowadays are always facing classroom management problems while the teaching process takes place in the classroom and the need of making the right decision is crucial. Thus, it is essential for the ESL teachers to be able to tackle and manage while teaching so that the learning environment created is positive and learning can take place.

2.2 Classroom disciplinary problems

According to Jones and Jones (2004), the question that most educators especially teachers asked with the greatest concern is, “What do I do when students act in ways that violate the rights of others?” Most educators enter the world of education with an excitement about helping students learn and find the matter of responding to irresponsible and disruptive student behaviour to be one of the most demanding and least rewarding aspects of teaching.

The inability to control the class well will lead to what we called as disruptive behaviour.. This disruptive students’ behaviour may happen during the teaching process of English Language in the ESL class because of the inability of ESL teachers to control and organize their class. Lack of experience in classroom management of the teachers may be the cause of this phenomenon.

In addition, according to Kaliska (2002), classroom discipline plays a large part in today’s educational system. In the past, a simple stern look or warning was sufficient enough to shape up a classroom (Canter, 1997). Unfortunately, in today’s classroom context, more should be done in order to curb the disruptive behaviour that can lead to classroom disciplinary problems. Therefore, there are a number of factors that is affecting on why it is essential to make educators realised on the importance of responding to student behaviour that negatively affects the learning environment. According to Jones & Jones (2004), there are four factors to make it imperative that educators should learn effective methods for responding to negative student behaviour that will affect the learning environment. Firstly, student learning is significantly affected by the creation of

safe, calm environments in which disruptions to the learning environment are minimized.

Secondly, teachers are faced with an increasing number of students who demonstrate disruptive behaviour. Even the average prekindergarten classroom has an average of three children who display disruptive behaviour (Gordon, Henry, Mashburn, & Ponder, 2001 cited in Jones & Jones, 2004). Thirdly, students' abilities to respond cooperatively to adult requests are an essential skill associated with school success (Gordon, et al, 2001 cited in Jones & Jones, 2004).

Lastly, students who continue to display difficulty in responding to adult requests are likely to continue to have serious behaviour difficulties (Walker, Colvin, & Ramsey, 1995 cited in Jones & Jones, 2004).

Therefore, a teacher who can effectively respond to disruptive student behaviour in ways that model effective skills and provide help for the students to respond positively is giving the students with important lifelong skills that may significantly impact their ability to remain in school and be successful learners.

2.3 Classroom management strategies

Classroom management strategies not only perceive as responding to the problems that occur in the classroom but also whether the teacher has taken several precautions in order to prevent the problems occur. Basically, these classroom management strategies or skills can be a helpful and survival kit for the teachers in preventing the high occurrence of classroom management problems. Furthermore, in the ESL classroom, it is very important for the ESL teachers particularly to master these skills so that the intended learning outcomes of their students can be achieved.

The mastery of classroom management strategies is important due to the fact that it helps the students to accomplish what they should have learnt throughout any schooling days. This is in line with the statement given by Brophy and Evertson (1976 cited in Jones & Jones, 2004), "almost all surveys of teacher effectiveness report that classroom management skills are of primary importance

in determining teaching success, whether it is measured by student learning or by ratings. Thus, management skills are crucial and fundamental. A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much” (p.3).

According to Pedota (2007), as a teacher, making sure that all students can learn in a safe environment is the main priority of being a teacher. Before a teacher can begin to teach, a teacher should devote time to preparing the classroom and developing procedures that will help a teacher to maximize instruction in a positive climate. Hence, Pedota (2007) has listed all the necessary elements in classroom management strategies that can really help in handling or taking the earlier precautions in classroom disciplinary problems.

Paul Pedota (2007) suggested that seating plan is important. Permanent seating arrangements will help any teacher to learn their students’ names quickly, take attendance, and perform any other administrative task while students are involved in some instructional activity. The use of a Delaney book or seating chart can help to make this task a simple one. In addition, a teacher should think about how their seating arrangements can be modified to support different types of instruction, such as whole group instruction, small group instruction, or students working individually.

Apart from that, physical surroundings are essential in classroom management. The room should be arranged to ensure that all students are able to see well without any obstructions, adequate lighting condition, and if and when students move around, they do not interfere with other students. The teacher’s desk should be positioned so that he or she can monitor the activities of all the students as well as not interfere with movement within the class.

Procedures for the storing of equipment and other material, the distribution and collection of student material, keeping the chalkboard clean, the location of the wastepaper basket, using the pencil sharpener, and other thing must also be developed.

Paul Pedota (2007) also added that displays play a vital role in classroom management. The classroom should be a showcase for student work, as well as posters, magazine covers, charts, maps, and pictures. It is important to let students know that their work is important as well as let others know what students are learning. The teacher's material, as well as student work, should be changed, at least every month or when a teacher begins a new unit. This will allow for all students to have the opportunity to have their work displayed, which will give them a sense of ownership. School and class rules should also be posted as a reminder to students of the code of behaviour.

Furthermore, Pedota (2007) also suggested that instruction is vital. Plan for a variety of instructional experiences and keep students actively involved. A teacher will find that by avoiding the sameness of daily classes, he or she will find it helpful in preventing discipline problems. One of the way that this can be accomplished is by allowing students to be active participants in learning rather than passive listeners.

In addition, Pedota (2007) has also provided some examples of what should be included in a code of conduct in implementing and setting classroom standards for behaviour and work. The first one is the student attendance. The importance of daily class attendance must be emphasized. Students should know what are considered legitimate reasons for being absent as well as when returning from an absence, and the impact recurring absences will have on grades.

Paul Pedota (2007) also stressed that student lateness and dismissal should be included in the code of conduct of every classroom. Students must understand the importance for being on time for class. Being late causes students to not only interrupt instruction for others, but also causes them to miss work. Apart from that, procedures for dismissal should be in place at the end of the instructional period and students should be reminded that only teacher can dismiss the class.

In addition, classroom interruptions are an important factor to be considered. Procedures should be developed to handle classroom interruptions

such as intercom announcements, visitors, and fire drills. In all of these situations, students must know that the teacher alone give direction on student actions.

Paul Pedota (2007) also brings us to think about on the situation of students leaving the classroom. What are the procedures for leaving the classroom? Does the teacher going to use a sign-out book, issue a pass, write the names of students on the chalkboard, or restrict the pass at certain times?

In addition, the focus also touches on the students' work. Any teacher should make students aware of the subject manner to be studied, instructional objectives a teacher hopes the students will obtain, skills that will be developed, their responsibility regarding class work, homework, or any other assignments, the number and types of tests, and a review of how a teacher will arrive at a grade for each student.

Paul Pedota (2007) also suggested that recognizing students in class helps to shape proper classroom management strategies. Students should not shout out questions, answers, or comments without first being recognized by the teacher. Moving around the room as the teacher call on volunteers as well as nonvolunteers will ensure that all students are on task as the teacher builds a climate for learning.

As mentioned earlier by Pedota (2007), instructions also compliments in setting classroom standards for behaviour and work. Policies should also be developed to take into account how students should act and interact with each other during different types of instruction. For instance, when working in groups what is the expected behaviour of students? How is this behaviour different from behaviour exhibited during other types of instruction? If during group work students are speaking to one another, how do you control the volume?

Recognition of accomplishments also listed in the classroom management strategies as well. According to Pedota (2007), it is important to see the glass as half full not half empty, that is, try to accentuate the positive over the negative. To establish a positive classroom environment, students must feel that a teacher recognize their accomplishments.

Paul Pedota (2007) mentioned that inappropriate behaviour should be tackled as early as possible. Ignoring inappropriate behaviour until it reaches a point that you have no choice but to give a harsh punishment should be avoided. In deciding on the appropriate course to be taken, a teacher must ensure that a teacher is only reacting to what took place and not the individual.

Furthermore, Pedota (2007) also added that communication is an important element in determining the success of classroom management. Communication can be verbal and nonverbal and just as in everyday life, poor communication can cause unnecessary problems. If a teacher must reprimand students, use a normal tone of voice, look at the student, do not use gestures such as pointing your finger, and do not insist on the last word (Kerr and Nelson, 2002 cited in Pedota 2007). Good communication skills and being a good listener, as well as a good speaker can help in preventing problems in the classroom. When students feel that they are welcomed into a nonthreatening environment where learning is encouraged, they usually come ready, willing, and able to learn.

Summary

The classroom management strategies mentioned above may be useful for the ESL teachers particularly to prevent classroom disciplinary problems from occurring in the ESL classroom. In addition, the ESL teachers' abilities in knowing, mastering and applying may also determine the success or failure in managing the teaching process of English.

In this chapter, the related articles and review on the discipline of classroom management, classroom disciplinary problems and classroom management strategies have been discussed. Apart from that, the way of these articles related to the study have also been discussed. Thus, in the next chapter, the researcher will listed the methodology used to collect data for this study.

Chapter 3

Methodology

Preview

This section will discuss the methodology used in the study. The instrument selected and designed for this study aimed to identify the types of disciplinary problems occurring in the ESL classrooms. Furthermore, the instrument also aimed to find out the use of effective classroom management strategies used by ESL teachers of the selected schools in dealing with the classroom management problems during the teaching process of English. Hence, the research participants, the selected instrument, the research design and the research procedures will be described in this section.

3.0 Research Design

For this research, the research design that has been selected is the case study research design and it is classified under the Cross-sectional survey. In this research, since the research problem requires the response and justification from the teachers, therefore it is appropriate to use the Cross-sectional survey so that in terms of collecting data from selected individuals, which are the ESL teachers, can be implemented smoothly. Normally, case study gathers data at a particular point of time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events. In this context which referring to the study, the selected research design can and should be able to collect and analyses data in order to complete the research. A case study research design is able to generate accurate instruments through their piloting and